Broughton Hall Catholic High School
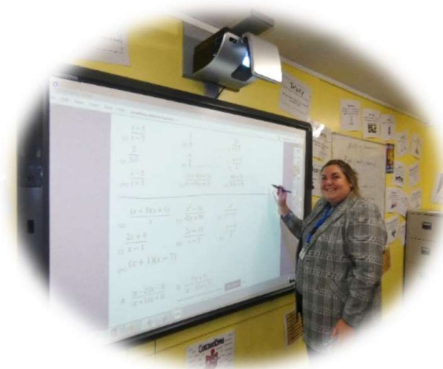
Blended/Remote Learning Policy 2020/21

Blended Learning Policy

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Blended/Remote Learning

Introduction

'Blended Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered. It may be delivered via on-line lessons or through the setting of meaningful learning tasks, or a combination of the two methods.

This plan has been written by the school, building on staff consultation, national best practice, Liverpool Education Authority guidance, Department of Education and UK Government policy. It builds on the school's experience of remote teaching during lockdown.

Rationale

As we begin our new school session, we will be adopting a new 'Blended/Remote Learning' model for teaching and learning. This involves providing both direct and remote teaching and learning opportunities; in the event that an individual child or wider group of children have to learn from home.

This document aims to clarify the implementation of Blended/Remote Learning at Broughton Hall, outlining Health and Safety guidelines, and directions to ensure your daughter's needs are met.

At Broughton Hall we are committed to providing both direct and remote teaching and learning opportunities to all our pupils. Staff are committed to giving pupils access to learning activities which will meet their needs and build upon prior learning.

Aims

- To provide a curriculum which ensures high levels of attainment
- A curriculum that balances the need to recover lost learning with a need to provide new learning which meets the needs and aspirations of pupils and their families
- To ensure regular opportunities for pupil achievement
- To ensure that the safety and well-being of our pupils is at the heart of our educational planning
- To take account and support the needs of individual pupils, in order to ensure equality of access and success for all
- To listen to feedback from pupils and parents, and respond as appropriate

The Role of Staff

- To provide on-going new learning, while recovering and consolidating prior learning
- To deliver a curriculum that has essential subject knowledge and skills at its heart
- To promote an ethos of inclusion, respect, fairness and equality
- To ensure that cyber resilience and internet safety is central to all digital technology
- To ensure on-going access to the curriculum for all in the event of pupil isolation or school lockdown
- To provide support and guidance for pupils who are learning remotely, including those who lack a digital device or who require SEND support
- To engage with and utilise effective on-line learning and teaching resources
- To communicate with parent/carers where appropriate
- To monitor pupil engagement and alert Pastoral Support as required
- To complete and submit a Teams register
- Alert Pastoral Support and HoD of any relevant pastoral or academic concerns
- To assess and provide feedback on work completed as per school policy
- To adhere to Government and PHE Health and Safety guidelines
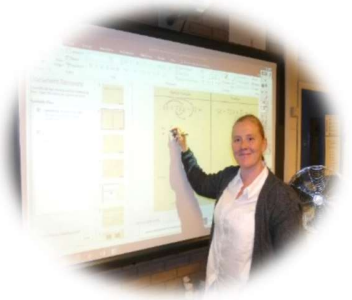
The Role of Pupils

- To ensure everyone feels valued, respected and included - 'One Heart, One Mind'
- To contribute their views during direct and remote learning
- To attend and engage positively with work provided via Teams, Class Charts and year workbooks
- To use any school loan devices appropriately and with due care, returning them to school at the end of the loan period

The Role of Parents/carers

- To support the school's Mercy values
- To inform the school should your daughter be required to self-isolate or develop Covid 19 symptoms
- To communicate with the school where appropriate
- To support blended learning – ensuring their daughter engages with timetabled Microsoft Teams lessons and completes work set on Class Charts
- To ensure any school devices are used appropriately in line with school policy and with due care, returning them to school on the first day the school reopens

Situations where this policy may apply include, where a:

- Pupil is unable to attend school due to a period of self-isolation but is otherwise well
- Member of staff is unable to attend work due to a period of self-isolation but is otherwise well
- A form class, half or full year group bubble is unable to attend school due to a period of self – isolation but is otherwise well
- Pupil is absent from school for 3 or **more days** for a pre-agreed reason e.g. elective surgery and

post op re-cooperation

- Pupil exclusion
- Period of whole school closure due to a national lockdown, extreme poor weather or a major disruption to utilities

This policy does not apply in situations where a:

1. Pupil absents themselves from school without prior authorisation from the school, with or without parental permission, e.g. a family holiday taken in term time
2. Parent chooses to absent their daughter/s as a precaution against an outbreak of infectious disease but contrary to official medical advice from PHE, the UK Government or the WHO

Individual Blended Learning

This section of this policy applies in situations where school remains open and working as normal, but an individual pupil is unable to attend lessons as normal for a period of **3 or more days** but is well and able to study, eg. a period of advised self-isolation or an absence that has been authorised by the school in advance.

Under these circumstances, the school will provide the following, coordinated in the first instance by the pupil's Head of Year/Pastoral Support:

- Pastoral Support will request that subject teachers provide a suitable task or tasks via Class Charts
- If an absence of this sort continues for more than one week, additional work should be requested and provided on a **weekly** basis until the pupil is able to return to school.

Period of Extended School Closure – Class, Half Year or Bubble

Broughton Hall is committed to providing continuity of education in the event of an extended school closure. While such situations are inevitably highly varied in their causes and ramifications, we will provide:

- Relevant, developmental work via Class Charts
- As appropriate regular, live instruction/drop in support session led by teaching staff using Microsoft Teams
- The opportunity for pupils to have their work assessed by their teachers electronically and receive feedback.

Microsoft Teams is a collaborative platform which allows for real-time communication and sharing of resources between teachers and their classes. Every member of the school community has been set up on Teams and pre-registered to each of their classes.

Work should be submitted to teachers via Class Charts. Teachers will assess the work and return it to pupils with feedback attached in a timely fashion.

KS3
In this event we will move to a model by which year groups will be set work for classes via:

1. Day 1 - pupil work book
2. Day 2/3 - Class Charts
3. Day 4+ - A mixed schedule of 'live' Microsoft Teams lessons, drop in
 support sessions (Audio only) and Class Charts work
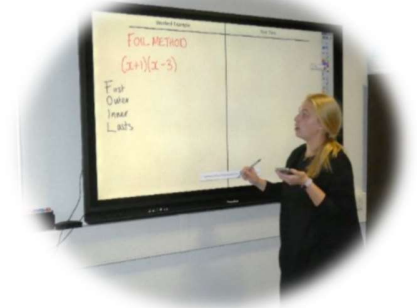
KS4/5
1. Day 1/2 – Class Charts
2. Day 2/3 – Microsoft Teams lessons in line with the school timetable (Audio. Video/blurred background, should colleagues wish to use it)

During this period of closure, the school will remain in regular contacted with parents through Edulink and phone call as required.

Period of Full School Closure or National Lockdown

In the event of full school closure/national lockdown the Government has asked schools to ensure that the remote education provided is equivalent in length to the core teaching pupils would receive in school and includes both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. For secondary schools this should be **5 hours a day as a minimum.**

At Broughton Hall:

- Pupils will continue to follow their usual daily timetable – lessons times remain in line with the 2020-21 school day
- Pupils will be taught in line with our stated curriculum for the majority of lessons
- Areas of the curriculum which are more difficult to deliver remoted – such as PE, Design and Music – have been adapted to ensure an appropriate and accessible curriculum remains in place
  All MS Teams invitations and Class Charts work will be issued in good time, and no later than 8.45am on the day in question

Remote learning provision by Key Stage:

KS3	15-16 hours of MS Teams lessons Guided work set via Class Charts and subject apps such as Hegarty Maths, Senica, Language Nut Remote support from teaching and SEND support staff	Additional work set for completion as homework
KS4	25 hours of MS Teams lessons per week	Additional work set for completion as homework
KS5	5 hours of MS Teams lessons per A'level /Btec	Additional assignments/essays set for independent study during non-contact time and as homework

Sample timetable Yr. 9 – Teams lessons

GROUP	English	History	Geography	RE	Technology
Y9B MixA	Wednesday P2 Thursday P3 Friday P4	Tuesday P3	Friday P3	Monday P5	Thursday P4
Y9B MixB	Wednesday P5 Thursday P3 Friday P4	Friday P3	Wednesday P2	Tuesday P3	Friday P2

SET	Maths	Science	Spanish	Computing	FORM	PE
Y9B/1	Monday P2 Tuesday P4 Thursday P1	Monday P3 Wednesday P4 Thursday P2	Monday P4 Tuesday P2	Wednesday P1	9EHA	Tuesday P1
Y9B/2	Wednesday P4 Thursday P1 Friday P1	Monday P3 Wednesday P1 Thursday P2	Tuesday P2 Friday P5	Tuesday P4	9GPA	Tuesday P1

Expectation of Staff and Pupils

Expectations of Pupils

If a pupil is well enough to study, she is expected to attend scheduled MS Teams lessons, complete all work set for them and submit work completed for feedback. Pupils should attend MS Teams lessons, prepared to learn with all equipment charged and to hand.

Whether learning in school or remotely, pupils are expected to uphold the school's expectations around appearance, behaviour and the safe use of ICT.

Expectations of Staff

If they are well enough, staff are expected to teach/set and assess work as required. Staff will further alert Pupil Support if they have any attendance, academic or pastoral concerns about a pupil.

HoDs as ever, have oversight of the sufficiency, appropriateness and quality of curriculum delivery. They continue to meet regularly with colleagues, and drop into lessons on a regular basis.

SEND

The school recognises that pupils with SEND needs may find remote learning particularly challenging. To ensure success for all, the school will:

- Amend worksheets/any work books to support SEND pupils, for example of dyslexics or those requiring a larger font size
- Prioritise the needs of send pupils without home access to a laptop
- Timetable LSAs to attend MS Teams lessons/support sessions for pupils who are entitled to one to one support
- Ensure the SEND dept. remains contactable by parents by phone/email
- Post support materials and helpful links on the school website to support remote learning

Digital Access

The school's Blended/Remote Learning Policy assumes that pupils have access to a digital device and the internet at home. We recognise that this is not always the case, and will seek to make access to a school laptop/dongle available through the school's Digital Loan Scheme.

Pupils eligible for this scheme have been identified through the school's annual **Digital Access Survey** (last updated Jan 2021). Priority will be given in the first instance to meeting the needs of pupils who:

- Do not having digital or online access
- Have been identified by school with parent/carers as not engaging in remote learning
- Have a SEND learning support plan (LSP)
- Are being prepared for public examination in 2021 and 2022

Pupils who are given access to a school laptop/dongle are required to:

- Treat all school property with due care and consideration
- Comply with the school's IT Acceptable Use Agreement
- Return equipment in good order to the school on the first day of reopening

The school reserves the right to withdraw this offer in the event that the above conditions are not met.

Staff Illness

Where staff are unwell during either a period of either self-isolation or school closure, they should notify the school using the normal absence process and contacting the absence line by 7.45am.

If they are unable to set work, they must notify their Head of Department who will make alternate arrangements.

Pastoral Care

Broughton Hall is committed to providing caring, supportive pastoral care, and this will continue during any period of blended learning.

During such periods the normal channels of communication regarding pastoral care remain open; pupils can contact their Form Tutor, Head of Year, Pastoral Support by email in the first instance and parents by email or the school phone line.

The School Counsellor will also be available for consultations.

Safeguarding

During any period of school closure, the "Safeguarding and Child Protection" Policy still applies, as does the Staff Code of Conduct and the IT Acceptable Use Agreement (Pupils and Staff).

Any online contact between pupils and staff must only take place through official school channels, **which are:**

1. Broughton Hall email addresses only
2. **School Microsoft Teams chat or video conference (as outlined above)**
3. **Class Charts**
4. Edulink

Contact between pupils and staff through personal telephones or personal email accounts, or any other third-party messaging software or video conferencing software (e.g. WhatsApp, Skype etc.), is strictly prohibited.

The senior leader with overarching responsibility for the quality and delivery of remote education, Including that provision meets expectations for remote education is:
Mrs M Grant (deputy head), who is contactable at grantm@broughtonhall.com